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ABSTRACT

This bibliography is introduced by a short essay on social studies, concentrating on reforms since 1960 and speculating about future trends. The bibliography itself deals with current topics in social studies for intermediate grades and is divided into the following three sections: curriculum, teaching methods, and global/interpersonal learning. The curriculum section includes career education, environmental studies, interdisciplinary studies, racially/ethnic studies, and women's studies. Teaching methods involves the inquiry method, media, simulation/games, and textbooks. Global/interpersonal learning deals with values clarification. The bibliography was developed from a computer search of the ERIC data base by the ERIC Clearinghouse on Teacher Education, and a note on this Clearinghouse is included. (PB)

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Social Studies for the Intermediate Grades: An Annotated Bibliography

Prepared in cooperation with
the ERIC Clearinghouse on Teacher Education
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Introduction

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grade. Suggested activities are listed for each course, and more detailed activities are included in the sample units. Instructional materials: references to books, periodicals, and audiovisual materials are included in the sample units for elementary grades and in both the general course descriptions and the sample units for secondary grades. Student assessment: typical evaluation questions are included for each grade, with more detailed questions in the sample units. An explanation of evaluation techniques, together with sample evaluation charts, is included at the end of the section on elementary grades.

Holms, John L., and Davis, Rose Marie. "A Comparative Study of the Effects of a Traditional Social Studies Curriculum at the Sixth-Grade Level and 'Man: A Course of Study.' Final Report." Ashland: Southern Oregon College, November 20, 1972. 19 pp. ED 071 987 MF-$0.75 HC-$1.50.

This study compares the effects of the traditional sixth-grade social studies curriculum for Oregon pupils with that of "Man: A Course of Study (MACOS)." Students were pre- and post-tested. Data were analyzed statistically by the use of the F-Test on Equality of Variance and T-Tests for Pooled Variance and Distinct Variances To Test Two Null Hypotheses. As measured by the Torrance Tests of Creative Thinking, sixth-grade students using a traditional social studies curriculum of Latin America will not differ significantly in creativity nor in the achievement of social studies skills as measured by the "Sequential Tests of Education Progress (STEP): Social Studies" from those students using the social studies curriculum MACOS. No significance at the .10 level was found when the T-Test for Distinct Variances was applied, thus verifying the Null Hypotheses. A pattern, however, emerged from the data that indicated the MACOS materials may produce greater verbal creativity.

Instructional Objectives Exchange. **Instructional Objectives Exchange. Anthropology. Grades 4-6.** Los Angeles: the Exchange, 1971. 150 pp. ED 072 985. Available only from: Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, CA 90024. $8.

This collection contains 42 objectives with six related evaluation items for each objective. An effort was made to present these objectives at a level and in an organization easily adaptable to the elementary curriculum. The major goals of the collection are: (1) to present elementary students with a different way of looking at man and his environment, (2) to give them an initial exposure to some basic ideas and viewpoints of anthropological theories and problems, and (3) to simplify the presentation of these new viewpoints in relation to the grade levels. The material is organized according to the following sections: Man as a Unique Animal, Fossil Man and Prehistory, The Record of Culture, The Nature of Culture, Genetics, Evolution and Race. Three elements are included for each objective: 1) the objective, 2) six evaluation items, and 3) the answers or criteria for judging the adequacy of student responses. The objectives are stated in operational terms. An appendix contains three additional enrichment objectives.

Lovell, High, editor. **Teacher's Guide to Economics in Grade 4.** Salem: Oregon State Board of Education, 1968. 62 pp. ED 046 845 MF-$0.75 HC-$3.15.

This guide is organized around fundamental economic concepts which are applied to particular themes in United States history. The concepts deal with such things as availability and use of resources, division of labor, trade, and are illustrated through the following situations: (1) Indians of the Pacific Northwest; (2) explorers, fur traders, and Louis and Clark; (3) the pioneers; (4) Oregon statehood; (5) our transportation and communication system; (6) our industries, businesses and resources. As in the other guides within the series, learning activities, resources, and evaluation methods are provided for each concept. In addition to guidelines for the ideas teachers should include or emphasize, the appendices also include: examples of some of the things we buy and sell; notes on the early history of taxation in Oregon; where Oregon state and local governments get and spend their money; employment in the Pacific Northwest; and, information on the developmental economic education program.

Teacher's Guide to Economics in Grade 5. Salem: Oregon State Board of Education, 1968. 74 pp. ED 046 846 MF-$0.75 HC-$3.15.

This guide traces and amplifies basic economic concepts through various periods in United States History, such as: (1) discovering the New World, (2) colonial period, (3) from the Revolution to the Civil War, (4) regional approach to the American economy, (5) modern period. The concepts deal with such issues as resources and their development and use, trade, specialization, taxes, and capital. For each concept and subconcept there are suggested learning activities, lists of resources, and methods for evaluating student understanding of these concepts. Appendices provide an outline of the economic ideas to be included and emphasized, as well as statistical information on gross national product, and population and employment trends.

Madison (Wisc.) Public Schools. **Sixth-Grade Interdisciplinary Packet: Science-Social Studies.** Madison (Wisc.) Public Schools, 1972. 60 pp. ED 062 261 MF-$0.75 HC-$3.15.

This curriculum guide for sixth graders focuses upon "Who Is Man?," "Who Am I?" and "Man Needs Man" in an interdisciplinary sequence that combines scientific and social studies ideas and theories. It is hoped that this approach will help the pupil shape positive change within self and society. Emphasis is upon pupils gaining both conceptual understandings and developmental skills progressively through the year. The course is arranged into five units, each listing concepts, objectives, and activities, with outlines on: (1) "Man and Time: How Do We Know?", emphasizing how time duration and sequence can be used to compare events, and, measured and described in a variety of ways; (2) "Man Changes Through Time", stressing evolutionary theory and man's psychological needs; (3) "Decoding a Message from Early Man"; (4) "Man's Similarities to Other Animals", discussing man's unique abilities as reflected in his achievements; his values as reflected in his culture; and, (5) "Man Needs Man" descriptions of man's social organization, needs, and achievements. Since it is essential teachers evaluate the course, a checklist evaluation instrument is included after each unit.

Manella, Joseph R. "Dig-In Excites Social Studies." **Education Digest** 37: 32-33; April 1972.

Article describes an archaeological dig conducted by a group of elementary school students in Milford, Massachusetts. It gave the students a look at the past and a link with the citizens of Milford in yesteryear.

Prannis, Robert W., and Veronee, Marvin D. "Teaching Economics in Elementary Schools: Comparing Acquision of Economic Knowledge by Elementary School Students in Different Types of Communities." Chicago: University of

Chicago: Industrial Relations Center, 1971. 17 pp. ED 064 186 MF-$0.75 HC-$1.50.

Objectives of this educational research conducted in 1969-70 to determine if two categories of variables, socioeconomic level and location (rural, suburban, or urban), affect 6th and 7th grade students in their: 1) acquired economic knowledge and 2) ability to gain knowledge from an economic program. Classes and teaches were randomly selected from communities of differing sizes to participate in the field tests. Teachers were supplied with materials for the "Economic Man" program and were asked to administer to their students the Otis-Lennon Mental Ability Test, to yield a dependable measure of general intelligence, and pre-/post-IRC Tests, to measure economic knowledge and application. Methods of investigation created two additional variables, grade level, and order of testing. Based upon differences between observed and predicted scores, findings indicate that location and socioeconomic status were not significant variables affecting acquired economic understanding and that grade and order of testing were significant. Results show that, for ability to gain knowledge from a classroom economics program, location was significant, rural students scoring higher than urban or suburban students, and that grade level was also significant.

Reading (Ohio) Community Schools. **K-12 Social Studies Curriculum Guide**. Ohio: Reading Community Schools, 1968. 170 pp. ED 051 180 MF-$0.75 HC-$7.80.

Grades or ages: K-12. Subject matter: social studies. Organization and physical appearance: the guide is divided into three sections, one each for elementary grades, middle grades, and high school. The first two sections are further subdivided by grade level and the last section is subdivided by course. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. Objectives and activities: general objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Activities include reading, discussion, map study, oral reports, independent projects, lectures by outside experts, and field trips. Instructional materials: materials needed for an activity are listed with the activity description. Lists include both print and audiovisual materials. Student assessment: suggestions for evaluation accompany each group of activities correlated with a concept—usually teacher observation in the lower grades and teacher-developed tests and research papers in the upper grades.

Rice, Marion J., and others. **The Effects of the Position of Organizers on the Learning of Structured Anthropology Materials in Grades Three and Six. Final Report**. Athens: University of Georgia, College of Education, September 30, 1972. 106 pp. ED 069 597 MF-$0.75 HC-$5.40.

The study compared the facilitative effects of pre- and postorganizers on the learning of structured anthropology materials in the third and sixth grades. Investigator-prepared student texts were published in three formats: preorganizers, postorganizers, and no-organizers. Two investigator-constructed, norm-referenced anthropology achievement tests were administered at each grade level. A one-way, fixed-effects analysis of covariance, with reading as covariate, used the class mean scores of the three treatment groups on anthropology achievement test one and two at each grade level to determine if the adjusted mean scores differed significantly (p 15) across treatment groups. Computed F ratios were nonsignificant at both grade levels when class means were used as the unit of statistical analysis with reading as covariate. When class means were used as the unit of statistical analysis, the findings of the main treatment effect were consistent. The data did not produce evidence that pre- or postorganizers facilitate learning of structured anthropology materials at either the third or sixth grade.

Robeck, Mildred C. **Social Science—How the Anthropologist Studies Man: Chumash Indians. A Resource Guide for Teachers of Fourth-Grade Gifted Students**. Sacramento: California State Department of Education, December 1965. 67 pp. ED 076 439 MF-$0.75 HC-$3.15.

This resource guide was prepared for the teachers of academically-talented children in grade four. As part of the curriculum materials developed for special class demonstrations, this guide indicates a level and depth of study which was found to be rewarding and satisfying for gifted students. Because of the pace at which nearly all special-class children acquired the information presented in basic curriculum materials, new goals and new approaches were conceived. The orientation for social science was essentially humanitarian, but the content was arranged to enable students to distinguish between what is known and what is believed—between evidence and hypotheses. Although the content of this resource guide is the Chumash Indians, the questions are arranged for the study of any of the California Tribes. The choice of this particular cultural group enabled the curriculum writers to be specific about the purposes, problems, and techniques which were used to involve gifted children in the scientific study of groups of people. The first section of the guide indicates a social science framework for the intermediate grades which emphasizes the concepts and methods of anthropology. Main sections in the guide are: social science framework, intellectual processes, objectives, introduction of the unit, content and techniques, evaluation, bibliography, and appendices.

Social Education. "Education Development Center, Inc.: Man: A Course of Study." **Social Education** 36: 742-44; November 1972.

The core discipline of the evaluated fifth-grade course which is applicable to secondary grades is anthropology; however, because human kind is the subject, the scope of the curriculum is interdisciplinary. The learning process is emphasized with methodology based on comparison and contrast.

Taylor, Marshall P. **Social Studies: Selected Cultures, Grade 6**. West Allis, Wisc.: Joint City School District No. 1, September 1970. 123 pp. ED 045 508 MF-$0.75 HC-$5.40.

This revised teachers guide attempts to facilitate the study of selected cultures through a conceptual approach and multimedia instruction in a spiral curriculum. There are six units: (1) cultures and archaeology—cultural factors, cultural study, artifacts, fossils, archaeological sites and evidence; (2) food gathering complex—life-styles, cultural development, tribal organization, and society of the Malayan Semang, aborigines, bushman, pygmys, and Eskimo; (3) agrarian-handicraft complex—characteristics, land and resources, family life, education, religion, arts, and sciences in Southeast Asia, Africa, South America, and Egypt-Mesopotamia; (4) Greek culture and (5) Roman culture—life-styles, religion, philosophy, education, fine arts, politics, government, military,

technology and cultural tradition, and, (6) industrial complex—environmental influences on industrialization, types of industries, institutions promoting and controlling industry, cultural and social change with regard to industrial development, urbanization, and world trade. Each of the content sections outlines the major concepts, behavioral objectives, class activities, resources, and evaluation techniques. In addition, there is a list of basic instructional materials including books and filmstrips.

Racial/Ethnic Studies

Davis, Gerald N. "Making the Independent School Relevant to Blacks." **Independent School Bulletin** 33: 25-27; October 1973.

A Black teacher discussed the history of race factors he realized while he attended to his early teaching efforts and how he believed Black students and teachers can learn a greater black perspective.

Journal of Open Education. "Native American Bibliography." **Journal of Open Education** 2: 72-78; Winter 1974.

An annotated bibliography of contemporary books approved by Native Americans currently studying their native history, culture, and current Indian affairs is provided by those involved in education and in programs of Indian self-determination.

Mangione, Anthony R. **The Story That Has Not Been Told**. 63rd annual meeting paper presented in Philadelphia, November 22-24, 1973. Urbana, Ill.: National Council of Teachers of English, November 1973. 31 pp. ED 088 088 MF-$0.75 HC-$1.85.

This annotated bibliography is designed to assist teachers of English and social studies in improving the self-image of pupils of immigrant parents and grandparents and to nurture mutual understanding of cultural and ethnic diversities. It includes writings on every major White ethnic group represented in the United States. In most cases, only works originally written in English have been included; fiction and nonfiction titles by and about the ethnic American form the bulk of the references. The entries are listed under the following headings: The Immigrant Experience (non-fiction), Ethnic Literature (anthologies), and The Literature of Eleven Specific Ethnic Groups. The availability of each book, both in hard bound and paperback, is indicated.

Meinke, Dean L., and Glick, I. David. **Afro-American Curriculum Office and Resource Center, ESEA Title III, Toledo Public Schools, Toledo, Ohio**. Toledo Public Schools, September 1973. 255 pp. ED 086 783 MF-$0.75 HC-$11.40.

The Afro-American Curriculum Office and Resource Center, funded under Title III of the 1965 Elementary Secondary Education Act, had the general purpose of upgrading the instructional level and the material resources concerning the Black American's contributions to this country's past and present life. Although the project was directly administered through the Toledo public schools, it was designed to service all public, private and parochial school systems in the metropolitan area. The project was designed to reach not only this core area of Blacks but also the suburban areas of Whites. A central Resource Center was established for the Toledo area schools, with a current holding of 1640 book titles and 650 audiovisual titles. Each piece of instructional material was evaluated before purchase according to carefully prepared criteria. Curriculum materials have been developed and distributed to teachers on all grade levels throughout the metropolitan area. In order to provide teachers and other interested personnel with the background to handle the instructional materials, a series of in-service methods have been employed, including presentations, demonstrations, speakers, and long-term institutes.

Murphy, Lila, editor. **Goals and Guidelines: Social Studies in the Ungraded Primary**. St. Louis, Mo.: St. Louis Public Schools, 1973. 277 pp. ED 090 069 MF-$0.75 HC-Available only from St. Louis Board of Education, Div. of Curriculum Services, 1517 S. Theresa Ave., St. Louis, MO 63104 ($2.50).

A guide, intended as a resource for teaching social studies in ungraded kindergarten and primary classrooms, correlates the social studies materials with Black studies resource materials and with reading materials. After a statement of philosophy and an outline of a social studies skill sequence, the guide is divided into sections for kindergarten and primary levels I, II, and III. Each level begins with a reading correlation chart and a list of materials. Most levels have five units; the primary II and III levels have appendices on law and economics. Each unit presents generalizations and concepts to be learned and suggested activities and materials to be used in the learning process. The kindergarten units are on the topics of A Healthy Self Image, A Healthy School Image, The Neighborhood and the Community, and Children from Other Cultures. The primary I levels adds a new topic, Family Identification and Family Needs. Transportation and Communication, and Growth of Communities Supplements the primary II level. The primary III level includes units on the City of St. Louis, maps and globes, and Hawaii.

North Las Vegas Library. **Right On, A List by and about the American Negro**. Second edition. North Las Vegas (Nevada) Library, 1973. 62 pp. ED 075 061 MF-$0.75 HC-$3.15.

The booklist is divided into the following sections: (1) adult titles, (2) adult author index, (3) juvenile titles, (4) juvenile author index, and (5) recordings and cassette tapes. A Guide to assist the reader in locating general subject areas is also provided.

Oben, Freda Mary. "Our Race Is Humanity." 63rd annual meeting paper presented in Philadelphia, Nov. 22-24, 1973. Urbana, Ill.: National Council of Teachers of English, November 1973. 13 pp. ED 089 306 MF-$0.75 HC-$1.50.

Once Black students are introduced to the charisma of all literature through a reading of their own great writers, with whom they can identify, they can also be fired with motivation for the entire realm of literature. If Black literature and the new Black art are brought into the classroom, the fears and prejudices between Blacks and Whites will lessen and trust between them will grow. There is much joy to be found in the beauty and strength now unfolding in the Black consciousness, in the developing artistic genius, and in the as yet unrealized vast potential of mind and spirit. If the youth is to be educated, so must the adult be. This implies an openness on the part of the teacher if we are to conquer the gap in communication by a never ending search for the experience of humanity conveyed in the art form. Through the medium of literature, the teacher penetrates and breaks rigidity and darkness with the student, nourishing instead enlightenment, inspiration, and hope. This is possible only through the teacher's own humanity, demonstrated by an awareness of life, an attitude of philosophic doubt in the search for truth,

and a grasp of the beauty of spirit within her students.

Quarles, Benjamin. **Black History Unbound.** **Daedalus** 103: 163-78. Spring 1974.

Views and new emphases in Black history, the problem of source materials, and a review of the periodical literature are presented.

Rice, Marion J. "Premises for Structuring Ethnic Curricula." Athens: University of Georgia Anthropology Curriculum Project, 1972. 15 pp. ED 081 660 MF $0.75 HC $1.50.

The primary purpose of the Georgia Anthropology Curriculum Project is to present the organizing concepts of anthropology in curricula suitable for use in elementary and intermediate grades. The philosophic premise of the project is that a conceptually structured curricula is the most effective means of helping students to acquire a base of knowledge for categorization and comparison of phenomena. Project value assumptions deal with the nature of the learner, the organization of the material, the methodology of instruction and the nature of the content. The role of ethnic studies as part of anthropology is pointed out, as is the preoccupation with ethnic studies in general in the United States. The major issue in ethnic studies is felt to be whether it should be used to patricize a particular group in the population. A project model program should not focus on self-identity, be preoccupied with ethnic glorification in one country or culture, or have a retrospective emphasis. A suggested model which permits a reconciliation of core values of the national culture and respect for ethnic diversity is the cross-cultural curricula development approach.

Toledo (Ohio) Public Schools. Afro-American Resource Center. **Afro-American Resource Center Newsletter, 1971-73.** Columbus: Ohio State Department of Education, 1973. 88 pp. ED 090 074 MF $0.75 HC $4.20. Also available from: Afro-American Curriculum Center, Manhattan and Elm, Toledo Public Schools, Toledo, OH 43608 ($3).

These eleven newsletters from the Afro-American Curriculum Center were originally produced between 1971 and 1973 to acquaint teachers with a variety of aspects of Black studies and to furnish references and materials for classroom teaching. Each issue gives an overview of one of the following subjects: African Heritage, The African Comes to America, Resistance and Revolution, Civil Rights, Black Leadership in America, Man, Commonality and Diversity, Afro-American Literature, Blacks in Politics, Black Music, Biography (Illuminates the Black Experience), and Media and Minority Studies. Following the overviews are discussions directed to the elementary, junior high, or high school level with a suggested bibliography of books and audiovisual media aids to facilitate the teacher's implementation of the discussion ideas.

Yee, Albert H., and Huth, Marion J. "Do Black Studies Make a Difference in Ghetto Children's Achievement and Attitudes?" **Journal of Negro Education** 42: 33-39. Winter 1973.

This experiment, carried out in the school year following an intensive Black history institute conducted during the summer of 1969, attempted to evaluate the effectiveness of the social studies units and instruction developed at the institute.

Women's Studies

Association of American Colleges. Project on the Status and Education of Women. **Women and Film: A Resource Handbook.** Washington, D.C.: the Association, 1972. 27 pp. ED 095 024 MF $0.75 HC $1.85.

This resource handbook provides a summary of the media resources available concerning women. Emphasis is placed on some questions to consider in planning a film festival, suggestions for reducing costs, feature length films pertinent to women's roles, films shown at The First International Festival of Women's Films, short films, slide programs, and other resources. Following a listing of feature length films pertinent to women's roles, 10 to be shown at The International Festival of Women's Films are listed with necessary information. This information covers the year, length in minutes, color or black and white, filmmaker, producer or director, source, and comments. Short films and slides include color or black and white, length in minutes, rental cost, purchase price, source and comments.

Dunn, N. E., and Hedges, Elaine. "You Still Have a Long Way To Go, Baby: Neglected Women Writers and Women's Studies and the High School English Curriculum." **Maryland English Journal** 11: 2-19. Spring 1973. ED 083 617 MF $0.75 HC $1.50.

The first of these two articles on women's studies offers suggestions toward a specific course centered upon significant women novelists in twentieth century literature. It is suggested that the subject could be offered as a semester's work on the college or junior college level, and with a more restricted scope, it could be adapted to the high school mini-course. Most of the discussion is devoted to a considered discussion of an approach to the study of the novels of Edith Wharton. The second article examines women's studies that have been offered on the college and university level. Against this background, women's studies on the high school level are discussed, particularly the challenges and opportunities they present to the English teacher.

Gillespie, Patricia. "Boy Things, Girl Things." **Instructor** 83: 62-66. November 1973.

Article lists classics units on three levels to help students break away from sex role stereotypes.

Kensel, Elaine, and Williams, Joan. **Women in Literature: English, World Literature.** 9114.301. Miami, Fla.: Dade County Public Schools, 1972. 39 pp. ED 078 440 MF $0.75 HC $1.85.

In an attempt to understand the shaping of the feminine personality in contemporary society and the processing of culturally defined sex roles, their images and identities, this course, "Women in Literature," examines the diverse images of women and the female mystique as represented by selected feminine protagonists in noted literary works. Teaching strategies are suggested that will lead students to focus on personal views of feminine problems and to rationalize the docile acceptance of roles expected of women. The range of subject matter includes contemporary attitudes toward women, statistics on males and females, current media views of women, literary portrayals of women, life styles and achievements of contemporary women, and evaluation by students of attitudinal stances. Through analyses of literary heroines, of social, economic, and literary forces, and of the literary works themselves, insights should be provided into the divergence between fictional females and their real life counterparts.

Nation's Schools. "Women's Studies: Blaring Out Sexist Stereotypes." **Nation's Schools** 93: 29-30. April 1974.

Describes how several high schools are studying sex discrimination and sex stereotypes.

Stanley, Loretta M. "A Sound Awakening of Women's History." **History Teacher** 6: 577-22 August 1973.

This article describes the Pacific Type Program which is available for classroom use. A six-part series on women based on primary sources consisting of diaries, letters, and other documents of everyday living.

Stein, Sherry. "Women in American Literature." **English Journal** 62: 1128-41 November 1973.

Discusses the objectives and presents instructional materials for a high school course entitled "Women in American Literature" which attempts to introduce students to the concern of women's liberation into studies by literature and feminist

2. Teaching Methods

Inquiry Method

A Note on the ERIC Clearinghouse on Teacher Education

The reference section of **Social Studies for the Intermediate Grades: An Annotated Bibliography** was developed from a computer search by the ERIC Clearinghouse on Teacher Education of the ERIC data base. The focus of this bibliography is on social studies and elementary education, with special emphasis given to grades four through six. The bibliography includes, however, for the sake of completeness, some general studies and some secondary education studies which are applicable to elementary education. The types of material in this bibliography are program descriptions, teacher guides, resource materials, and research reports.

The references are composed of abstracts of ERIC Documents (ED) as they appear in **Research in Education** (RIE), the main index to the ERIC data base. Annotations of journal articles have been taken from **Current Index to Journals in Education** (CIJE), a supplement to RIE.

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